

GCSE

LATIN

Sources for Latin (Foundation Tier)

Specimen Paper

F

A405

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

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Candidate
Surname

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Centre
Number

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Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer all the questions.

- You will need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- Use the specific sources indicated, but you can also refer to any of the other sources in the Insert or any other sources you have studied, if they are relevant.

Questions 1, 2, 3, 4, 5 and 6 refer to sources A, B and C in the Insert.

1 Source A and source B.

(a) What was Y for?

Put a tick (✓) in the correct box.

- | | | |
|----------|---|--------------------------|
| A | It was put up to honour the Emperor. | <input type="checkbox"/> |
| B | It stopped charioteers running into each other. | <input type="checkbox"/> |
| C | Chariots had to drive round it to go down the other side of the course. | <input type="checkbox"/> |
| D | It marked the end of the race. | <input type="checkbox"/> |

[11]

(b) Explain your answer referring to source A and/or source B.

.....
 **[1]**

2 Source A and source B.

How might charioteer X in the picture have got in front?

.....

 **[2]**

3 In source A, what details of chariot-racing are also mentioned in source B?

.....

 **[3]**

4 Source C.

How might the charioteer Scopus have died?

.....

.....

.....

.....[2]

5 Source A, source B and source C.

Why did people find charioteers glamorous?

.....

.....

.....

.....[3]

6 You want to describe a day at the Circus Maximus to people who know nothing about it.

(a) How useful are these sources for explaining what happened at the Circus Maximus?

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.....[6]

(b) How far do the sources explain why the Circus was so popular?

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.....

.....

.....[6]

[Turn over]

Questions 7, 8, 9 and 10 refer to sources D, E and F in the Insert.

7 Source D and source E.

(a) How does the writer of source D make his readers see wool-making as a virtue?

.....

.....

.....

.....[3]

(b) Why might Augustus have worn clothes that the women in his household did **not** make?

.....

.....

.....[2]

8 Source F.

(a) Why might women have 'looked down on' the processes of cloth-making on and found them unpleasant?

.....

.....

.....[2]

(b) 'combed out and prepared'. Describe how wool was prepared for spinning.

.....

.....

.....

.....[3]

9 Source D and source F.

Compare the daily work of Amymone with the daily work of the housekeeper.

.....

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.....

.....

.....[4]

10 Source F and use any other sources on Roman women that you have read.

How true is Columella's view of the women of his day?

Marks are awarded for the quality of written communication of your answer.

.....[12]

Paper Total [50]

SPECIMEN

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The maximum mark for this paper is 50.

SPECIMEN

Question Number	Answer	Max Mark
1(a)	<p>What was Y for? Tick one box below to give the correct answer.</p> <p>C - Chariots had to drive round it to go down the other side of the course.</p>	[1]
(b)	<p>Explain your answer referring to source A and/or source B.</p> <p>One precise reference to picture or text: the picture shows two charioteers, one approaching the turn and the other just round it; Ovid refers to it as he imagines being a charioteer and when the girl's favourite takes the turn too wide.</p>	[1]
2	<p>How might charioteer X in the picture have got in front?</p> <p>He might have overtaken on the inside or taken the turn more closely (as in Ovid).</p>	[2]
3	<p>In source A, what details of chariot-racing are also mentioned in source B?</p> <p>Any detail: the turning post, the charioteer bending over the horses, reins, whip.</p>	[3]
4	<p>How might the charioteer Scorpis have died?</p> <p>Any two possibilities: he might have crashed into the turning-post or another chariot; he might have fallen from his chariot; he might have died at the hands of a rival.</p>	[2]
5	<p>Why did people find charioteers glamorous?</p> <p>Excitement of sport; focus of entertainment/rivalry; chariot-racing appealed to wide range of people so charioteers had large following; youth and skills of charioteers.</p>	[3]
6(a)	<p>You want to describe a day at the Circus Maximus to people who know nothing about it.</p> <p>How useful are these sources for explaining what happened at the Circus Maximus?</p> <p>Candidates might include:</p> <p>Source A</p> <ul style="list-style-type: none"> • shows chariots racing with horses; • turning-posts indicate race was run in laps and skill needed to 	[6]

Question Number	Answer	Max Mark
<p>6(a) cont'd</p>	<p>get round;</p> <ul style="list-style-type: none"> • shows some detail of charioteer's dress and equipment. <p>Source B</p> <ul style="list-style-type: none"> • horseracing with chariots; • also social occasion for men and women; • chariots start from gates; • colours worn by charioteers; • dangers at turning-posts and skill needed; • possibility of replay; • large crowds, smartly dresses (togas). <p>Source C</p> <ul style="list-style-type: none"> • charioteers cheered on as celebrities; • early age at death indicates dangers of Circus. <p>All sources</p> <ul style="list-style-type: none"> • excitement of event; • competitiveness. <p>Answers in the form of a guide book, letter, invitation or other emphatic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.</p> <p>Any reasonable points substantiated by texts. Stringer answers may analyse evidence, discern bias/exaggeration/distortion or may comment on the evidence of a picture as distinct from texts. Weaker answers may list facts derived from sources without evaluation.</p>	<p>[6]</p>
<p>(b)</p>	<p>How far do the sources explain why the Circus was so popular?</p> <p>Candidates might include:</p> <p>Source A</p> <ul style="list-style-type: none"> • conveys speed and excitement of spectacle; • but does not show size of Circus, numbers of spectators or their reactions. <p>Source B</p> <ul style="list-style-type: none"> • indicates popularity of occasion both as an event and opportunity for socialising; • large crowd: spectators have to squash together; • conveys unpredictability of outcome which adds to excitement; • demonstrates skill of charioteers which would have increased enjoyment; • but Ovid is not there just for the race and may have exaggerated excitement and strong feelings of crowd. <p>Source C</p> <ul style="list-style-type: none"> • use of words 'famous', 'idol', 'cheering', 'applause', 'doting' all indicate popularity; 	<p>[6]</p>

Question Number	Answer	Max Mark
6(b) Cont'd	<ul style="list-style-type: none"> • 'jealousy' even of Fate poetic way of conveying rivalry among charioteers; • but more about personal popularity of this charioteer than about popularity of Circus as a whole; • might be exaggerated as it is an epitaph. <p>Any reasonable points substantiated by texts, which should include some indication of one or more of the sources, as indicated in points above.</p> <p>Stronger candidates may analyse evidence, discern bias/exaggeration/distortion. Weaker candidates may list facts derived from sources without evaluation.</p>	[6]
7(a)	<p>How does the writer of source A make his readers see wool-making as a virtue?</p> <p>Candidates might include: reference to cloth-making as the role of a good wife/daughter, granddaughter; cloth-making mentioned in context of other virtues in epitaph and in other similar inscriptions; cloth-making as being virtuous because old-fashioned; as a sign of a good/traditional upbringing. As well as sources previously studied, candidates might also use source C, which implies that cloth-making is a virtue. Some candidates might mention that epitaph is idealised/it could also be done by women who did not have these virtues.</p>	[3]
(b)	<p>Why might Augustus have worn clothes that the women in his household did not make?</p> <p>Candidates might include: clothes for grand occasions might have been too complicated to produce at home; the women in the household were not sufficiently practised if it was unusual for women of their rank to spin at all (evidence might include Suetonius' surprise at the women spinning at all); Augustus more concerned that the women should spin than that he should wear homespun.</p>	[2]
8(a)	<p>Why might women have 'looked down on' the processes of cloth-making and found them unpleasant?</p> <p>Candidates might include: preparing raw fleece (dirty and smelly); having to take wool to fuller; boring/laborious nature of task; exertion of weaving; association with slaves and other menial tasks performed by slaves.</p>	[2]
(b)	<p>'combed out and prepared'. Describe how wool was prepared for spinning.</p> <p>Burrs and dirt removed. Tufts pulled from fleece, combed/straightened, formed into loose roll for spinning.</p>	[3]

Question Number	Answer	Max Mark
9	<p>Compare the daily work of Amymone and the housekeeper.</p> <p>They would both have done spinning and weaving. But Amymone would have made clothes for herself and family while the housekeeper would have made them for fellow slaves. They would both would have supervised slaves and running of house; Amymone would have supervised her children, which housekeeper may not have done.</p>	[4]
10	<p>Study source C and use any other sources on Roman women that you have read.</p> <p>How true is Columella's view of the women of his day?</p> <p>This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources.</p> <p>In favour of Columella candidates might include:</p> <ul style="list-style-type: none"> • other sources dealing with women's vanity and idleness (e.g. Juvenal); • evidence of statues with elaborate clothing and hairstyles; • sources/artefacts as evidence of jewellery or perfume. <p>Against Columella candidates might include:</p> <ul style="list-style-type: none"> • obvious exaggeration of expenditure on clothes; • generalised view does not ring true for all women; • plenty of evidence, written and visual, of devoted and contented wives; • portraits of famous women. <p>There might be a conclusion weighing up information/bias.</p> <p>Higher marks should be awarded for:</p> <ul style="list-style-type: none"> • balanced answer; • reference to variety of sources to support argument; • awareness of bias and limitations of sources as well as information given in sources. <p>Lower marks should be given:</p> <ul style="list-style-type: none"> • where there is little attempt to address incompleteness of sources/bias; • where there are few references to sources and not used to support argument; • where there is little attempt to evaluate factual information provided by sources. 	[12]
	Paper Total	[50]

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Understanding of sources and evidence; • Engagement with the question; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	10-12	<ul style="list-style-type: none"> • A good range of well-chosen evidence covered in detail, facts are derived from the sources; • Strong awareness of bias and limitations of sources; • Answer well-directed at the question; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-9	<ul style="list-style-type: none"> • An adequate range of relevant evidence, some facts are derived from the sources; • Basic awareness of bias and limitations of sources • Answers slightly less focused on the question; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • Few examples of relevant evidence, few facts are derived from the sources; • Limited awareness of bias and limitations of sources • Limited engagement with the question; • Legible but there are some errors, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • Little or no attempt made to link facts with evidence, which may be irrelevant; • Little or no attempt to address the incompleteness of sources/bias; • Little or no engagement with the question; • Writing not consistently legible, may at times be difficult to read and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Understanding of sources and evidence; • Engagement with the question.
4	5-6	<ul style="list-style-type: none"> • A good range of well-chosen evidence covered in detail, facts are derived from the sources; • Strong awareness of bias and limitations of sources; • Answer well-directed at the question.
3	3-4	<ul style="list-style-type: none"> • An adequate range of relevant evidence, some facts are derived from the sources; • Basic awareness of bias and limitations of sources; • Answers slightly less focused on the question.
2	1-2	<ul style="list-style-type: none"> • Few examples of relevant evidence, few facts are derived from the sources; • Limited awareness of bias and limitations of sources; • Limited engagement with the question.
1	0	<ul style="list-style-type: none"> • Little or no attempt made to link facts with evidence, which may be irrelevant; • Little or no attempt to address the incompleteness of sources/bias; • Little or no engagement with the question.

Assessment Objectives Grid (includes QWC)

Question	AO2	Total
1-10	50	50
Total	50	50